Collaboration Between School Counselors and Early Childhood Teachers in Strengthening the Character Values of the Indonesian Children's Great Habits Program

Martin*, Riki Maulana, Ema Sukmawati

Universitas PGRI Pontianak, Ampera St. No. 88, Pontianak, West Kalimantan, 78116, Indonesia
*Corresponding author, email: thesikinrani@gmail.com

https://doi.org/10.17977/um065.v6.i6.2026.10

Article history
Submitted: 8 February 2026
Revised: 21 February 2026
Accepted: 1 March 2026
Published: 7 June 2026

Keywords
Character
Collaboration
Early childhood education teachers
Indonesian children's great habits
School counselors

Abstract
The Government of the Republic of Indonesia, through its Indonesia Gold 2045 vision, emphasizes the strengthening of character-based human resources. One of the implementations is carried out through the Seven Habits of Great Indonesian Children program. This study aims to describe the collaboration between classroom teachers and school counselor in strengthening "Indonesian Children's Great Habits" character values at the kindergarten. The study uses a descriptive qualitative approach with a descriptive study design. The results of the study show that the development of "Indonesian Children's Great Habits" character values is in the category of Developing as Expected, covering religious values, discipline, responsibility, cooperation, social awareness, manners, self-control, empathy, and independence. The collaboration between classroom teachers and school counselors was carried out through the stages of planning, implementation, monitoring, and evaluation. Factors supporting collaboration included teachers' commitment to character education, open communication between school members and parents, school policies, and a conducive school culture. The obstacles encountered include limited time for collaboration, differences in understanding of roles, and variations in parental support. Efforts to overcome these obstacles are carried out through collaboration scheduling, strengthening understanding of roles, and improving communication and parental involvement in character building for children.

1. Introduction

The Government of the Republic of Indonesia has articulated a vision to achieve Indonesia Gold 2045, which places a strong emphasis on strengthening human resources (HR). This vision is translated into eight key national characteristics, namely religious, moral, healthy, intelligent and creative, hardworking, disciplined and orderly, independent, and useful (Kemdikdasmen, 2025). The strengthening of these characteristics is implemented through children's daily habits known as the seven habits of great Indonesian children, which include waking up early, praying, exercising, eating healthy and nutritious food, loving to learn, socializing, and going to bed early (Mukarromah., 2025). These habits emphasize the importance of internalizing character values from an early age so that they are embedded in children in a sustainable manner. Therefore, these habits need to be developed from an early age through early childhood education services. Law Number 20 of 2003 concerning the national education system states that early childhood education is a development effort aimed at children from birth to six years of age through the provision of educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education (Hadiansyah et al., 2015).

Early childhood is a crucial phase in an individual's development because it is during this stage that the foundations of a child's personality, attitudes, and behavior are formed (Orekhova et al., 2020). Early childhood education plays a strategic role in providing appropriate stimulation for children's physical, cognitive, social-emotional, and spiritual development so that they are ready to enter the next level of education (Putra et al., 2024). Therefore, strengthening character values through positive habits needs to be designed and implemented systematically in early childhood education institutions as the foundation for character building in children.

However, in reality, the implementation of character building in early childhood education has not been fully optimized. One of the problems that often arises is the limited support and involvement of parents in school programs, which has an impact on the sustainability of character building in the home environment. Research by Martin et al (2025) shows that low parental involvement in school programs is influenced by various factors, including the busyness of parents who work full time, the educational background of parents, and the relatively

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

young age of parents, who may not yet fully understand the patterns of education and parenting that are appropriate for their children's stage of development. Busy and varied work schedules also tend to reduce parents' motivation to participate in school activities, as well as their curiosity about programs and their children's development. This condition means that character building carried out at school is not always consistently internalized in the family environment.

On the other hand, parents play a very important role in the development and formation of their children's character. Through their daily parenting, parents internalize character values such as independence, discipline, and responsibility. Children aged 5–6 years tend to demonstrate the character values they have learned through observation and imitation of their immediate environment, especially their family (Sjamsir et al., 2024). Research by Randiawan and Muthmanah (2025) also shows that the emotional involvement of fathers and effective family communication play a significant role in shaping the emotional balance and social development of early childhood. In addition, parenting patterns have been proven to have a direct impact on children's self-control abilities (Muthmainah & Hartanto, 2025).

In addition to the role of the family, the character building of early childhood requires the involvement of professionals who understand child development holistically. Early childhood teachers play an important role in the learning process and daily habits, while school counselor have the competence to facilitate children's social-emotional and character development (Nisak & Rahayu., 2025). The role and function of counselors in childhood is to facilitate and stimulate the optimal development of children's potential in accordance with the developmental tasks at each stage (Nasution et al., 2023). Character building from an early age is crucial because the character formed in childhood tends to remain and influence an individual's behavior into adulthood. In line with this view, Maria Montessori emphasized that experiences formed during childhood will continue to influence an individual's character throughout their life (Putra & Dwilestari., 2012).

Various behavioral problems that arise in subsequent levels of education, such as poor manners, bullying, deviant behavior, and weak self-control, indicate that learning that focuses solely on cognitive aspects is not sufficient to fully shape students' character (Kulsum & Muhid, 2022). This reinforces the view that failure to fulfill developmental tasks in childhood can lead to moral and socio-emotional crises in later stages of development. However, the role of school counselor in early childhood education units is still not being optimally utilized and tends to be limited to that of guest counselors. In fact, the collaborative involvement of counselors with early childhood education teachers has great potential in strengthening the character building of early childhood through habit formation planning, socio-emotional assistance, and continuous evaluation of children's character development. This condition shows the need for more attention from academics and education practitioners to strengthen the role of counselors in early childhood education environments (Ni'mah et al., 2023).

Referring to the vision of developing Indonesia's human resources and strengthening character through the seven habits of great indonesian children program, collaboration between educators is a key factor in the successful implementation of character building in early childhood education units. Research by Purwanti et al (2025) confirms that the success of the program is influenced by the synergy between teachers, parents, and the social environment in encouraging positive habits in a sustainable manner. In this case, collaboration between early childhood education teachers and school counselors has strategic potential to strengthen children's character values through integrated education and guidance services.

Previous studies have mostly discussed the role of parents, parenting patterns, or the implementation of character education in general (Latifa et al., 2024; Fauzi et al., 2025; Nijma & Asnatasia., 2025). Studies that specifically highlight the collaboration between early childhood educators and guidance counselors in strengthening the seven-character values of “Great Indonesian Children”, especially in the context of kindergartens, are still limited. This gap indicates the need for research that examines the forms, roles, and contributions of collaboration between educators in supporting the sustainable character building of early childhood.

Based on the results of pre-observation interviews with the principal in one of kindergarden in Pontianak, Indonesia, still faces challenges in implementing habit formation targets and evaluating character strengthening activities. Given that character building programs are long-term and ongoing, schools need to collaborate with relevant parties who have expertise in child development and character building. Therefore, this study aims to describe and analyze the collaboration between early childhood educators and school counselors in strengthening the seven-character values of Great Indonesian Children.

2. Method

The research method used is qualitative, with a descriptive qualitative research approach. Descriptive qualitative research is obtained from data that is collected and processed in the form of descriptions or depictions of the overall atmosphere or condition of the object as it is in the form of spoken or written words

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

from people or observed behavior (Moleong, 2010). The qualitative descriptive method describes, characterizes, and explains what actually constitutes the object of research based on the situation and conditions at the time the research was conducted (Sugiyono, 2017). This research method aims to systematically and factually describe and depict the phenomenon being studied based on its natural conditions as they are, through the collection of data in the form of words, actions, and relevant documents.

The form of research used in this study is a case study Subana and Sudrajat (2005), because this study deeply examines one educational unit, namely Kindergarten X, as a specific context for understanding the practice of collaboration between educators in character building based on the Seven Habits of Great Indonesian Children program.

2.1. Research Procedure

The procedure in this study was carried out in several stages as follows:

2.1.1. Case Selection

Case selection was based on empirical information, particularly regarding the actual conditions of the schools. Although this study focused more on the school situation (cultural context, school programs, student conditions, internal school resources, and partnerships), the researchers also examined potential factors outside of school that could strengthen the character of early childhood, such as the role of parents.

2.1.2. Data Collection

Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Observations focused on character building activities, teacher and child interactions, and forms of collaboration between early childhood education teachers and guidance counselors in daily activities. Interviews were conducted with school principals, early childhood education teachers, school counselors, and parents to gather information about the planning, implementation, and obstacles and opportunities for collaboration. Documentation studies were used to examine school program documents, activity plans, and character building evaluation reports. Data validity was strengthened through triangulation of sources and techniques.

2.1.3. Data Analysis

Data analysis was conducted qualitatively using an interactive analysis model, which included data reduction, data presentation, and conclusion drawing and verification. The data obtained was grouped and classified into thematic categories to find patterns of collaboration, the roles of each party, and their contributions to strengthening the character values of early childhood.

2.1.4. Data Refinement

During the analysis process, researchers remain open to the possibility of collecting additional data to deepen existing categories or discover new relevant categories. This process is carried out so that the research results truly represent the field conditions comprehensively.

2.1.5. Report Preparation

The final stage is the preparation of the research report by presenting a systematic and contextual description of the findings. Each phenomenon found is explained in detail to maintain the credibility of the research and to make it easier for readers to understand the dynamics of collaboration between early childhood education teachers and school counselors in strengthening the character of early childhood.

This study was conducted at Kindergarten X. The research subjects included the principal, early childhood teachers, school counselor, parents, and children aged 5–6 years. Data collection techniques were carried out through documentation studies, observations, and checklist analysis of 25 children to see the implementation of character values in daily activities. The checklist was used as a supporting instrument to strengthen the qualitative data from observations and interviews. Data analysis was carried out quantitatively using the Miles and Huberman Interactive Analysis Model. Activities in data analysis included data reduction, data presentation, and conclusion (Miles et al., 2014).

3. Results and Discussion

3.1. The Development of “Indonesian Children’s Great Habits” Character Values

The results of the study indicate that the development of the Great Indonesian Children character values and habits of the students ranges from developing as expected to developing very well. The children have shown

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

positive progress in various aspects of good habits that are indicators of character, such as religious attitudes, discipline, independence, responsibility, courtesy, cooperation, and social awareness. These values develop from seven habits implemented both at home and at school.

Children are becoming accustomed to arriving at school on time, tidying up their learning materials independently, and following classroom rules without constant reminders. During learning and play activities, children are able to wait their turn, share play equipment, and work collaboratively in small groups, demonstrating increasingly mature social character development. Furthermore, religious and moral character values are also seen to be developing well, as evidenced by the habit of praying before and after studying, eating, and other activities, greeting others, and using polite language with teachers and friends. Children are beginning to demonstrate empathy by helping friends in difficulty and appreciating differences among their peers. Specifically, the research results are as presented below:

3.1.1. The Development of Character Values from the Habit of Waking Up Early

By practicing waking up early, children show positive character development, albeit gradually. Discipline is developing well, with most children achieving the "Developing as Expected" category. Most children have been able to establish a more regular morning waking habit, as reflected in improved punctuality in school attendance and readiness to participate in morning learning activities. According to parents, although most children are woken up, it's not difficult for them to follow the routine of waking up early. Some even wake up to participate in the morning prayer.

At the beginning of the observation, it was still found that some children arrived late and showed signs of fatigue, such as drowsiness and lack of focus at the beginning of the activity. However, after the implementation of habituation programs that involve cooperation between classroom teachers, counseling teachers and parents, such as setting schedules and sleep patterns, providing motivation, positive reinforcement, and regular communication through liaison books, there is a significant change in the attitude to wake up early. Children become more disciplined, sleep at night and start to get used to waking up early, are responsible for packing school equipment and behave enthusiastically to follow the learning process.

3.1.2. Development of Character Values from the Habit of Worship

Based on the results of interviews and observations at school, it shows that the development of children's character values through worship habits is developing well and positively. There is an increase in attitudes to increase in religious attitudes, although the concept is still simple, such as the interest in practicing worship activities.

Common activities obtained such as children are starting to get used to participating in daily worship activities both at school and at home. In school, religious habituation is carried out through dhuha prayer activities and prayers that are carried out every day, prayer activities are prayer before studying, prayer after studying and prayer to eat. Children are taught to be calm, disciplined and present in prayer and prayer. Based on information from parents when the child is stimulated to say prayers, the child has memorized, although there is information from the parents that the child is still not fluent in praying. Other activities carried out such as sharing food together during the month of Ramadan.

Character development can be seen through the behavior of children who are increasingly responsible, disciplined, and polite, for example wanting to follow the rules during worship activities, waiting for their turn during ablution, imitating worship movements in an orderly manner, and respecting each other during activities. This habit is not only seen at school, but based on the results of interviews with teachers, it has also begun to carry over to the home environment.

3.1.3. Character Development from Sports Habituation

Based on interviews with the principal and class teachers as well as observations conducted during learning activities, it was known that the habit of sports activities can develop positive character in children. Sports activities are carried out through the Great Indonesian Children's Gymnastics and Cheerful Healthy Gymnastics every Friday, followed by motor game activities, and other structured motor activities integrated into daily learning activities such as circular movements, bending, lowering hands with certain songs (song movements). At certain moments, structured activities are also carried out such as team competitions to put water in bottles, sack relay competitions and others during the commemoration of Indonesian Independence Day.

Observations show that the children participated in sports activities with joy, enthusiasm, and excitement. They were seen arriving early to school and independently heading to the gym, preparing for morning exercise.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

This reflects the development of discipline and responsibility, as children begin to understand the importance of following school rules and regulations.

From the aspect of cooperation and social awareness, group sports activities such as relay races, movement and songs, and traditional games can encourage children to help each other, get used to queuing and waiting their turn, be proactive, and respect friends. Children not only focus on their own success but also learn to support friends who are experiencing difficulties. Teachers reported that children who previously tended to be passive became more courageous in interacting after regularly participating in group sports activities. Based on the results of interviews and observations, as well as discussions with teachers, it can be concluded that character development from the habit of sports activities is generally quite good, with the category "Starting to Develop" towards "Developing According to Expectations".

3.1.4. Character Development from Healthy and Nutritious Eating Habits

The results of interviews with the principal and teachers as well as learning observations, obtained data that the habit of consuming healthy and balanced nutritious food is carried out routinely and has a positive impact on the development of children's character. Before the Free Nutritious Food program from the government. The school had implemented the habit of eating healthy and balanced nutritious food, through the Extra Food program, which was programmed once a month, in addition to the school program "Healthy Provisions from Home", eating together, socialization of healthy and balanced nutritious food, the habit of washing hands with soap and running water.

Observations revealed that children are beginning to understand the importance of healthy food, as evidenced by the Q&A sessions during the learning process. Observations were also made on the lunch boxes prepared by parents for their children. The lunch boxes included rice, side dishes, and vegetables; some children brought fruit. No instant snacks or snacks were found. During mealtimes, children followed the rules for eating together in an orderly manner, washing their hands and praying before and after meals. After eating, children cleaned up after each meal and packed their own lunch boxes. This reflects the development of discipline, religiousness, and responsibility in children. Furthermore, interviews with teachers revealed that the habit of healthy and nutritious eating fosters independence in children. Children open their own lunch boxes, organize their eating and prayer positions, and pack their own lunch boxes. Social awareness also develops in children, such as sharing food with friends. Teachers encourage children to share food, especially with children who do not bring their own lunch boxes.

Based on the results of the interviews and observations above, as well as based on the results of discussions between researchers and school principals and teachers, it was concluded that the habit of eating healthy and balanced nutrition, the habit of eating healthy and nutritious food, not only has an impact on physical health, but is also an effective means of developing character values such as religious, disciplined, independent, responsible, social concern, and honesty.

3.1.5. Character Development from the Habit of Enjoying Learning

Interviews and observations related to character development through the habit of loving learning found that the habit of loving learning was consistently implemented, although it was felt to be less than optimal. However, the unit felt that this habit was equally important in strengthening the character of early childhood. This habit was realized through enjoyable daily learning, stimulating curiosity through Q&A sessions and scientific learning. Other forms of habituation of loving learning included reading storybooks, exploring the surrounding environment, and providing opportunities for children to ask questions and explore.

Some character traits developed through the habit of learning to love include curiosity, self-confidence, and courage. Children are willing to try new things and demonstrate positive attitudes in learning activities. Other character traits developed include discipline and responsibility. Children complete learning assignments and tidy up their learning materials after use. From these activities, teachers feel that a sense of responsibility is beginning to develop. The habit of learning to love also impacts the development of independence and perseverance. Observations show that children are increasingly able to complete learning activities and are slowly making earnest efforts to complete learning tasks. They develop patience (although it is still developing), and they are beginning to develop resilience (not giving up easily).

Based on interviews, observations, and discussions with the principal and teachers, the character development of the habit of learning is quite good, with the indicator "Starting to Develop." Researchers and teachers concluded that the character of learning will be further influenced by a learning climate and teaching methods that support character development.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

3.1.6. Character Development from Social Habits

The results of interviews and observations related to character development from social habits that are implemented in a programmed manner have a significant impact on the development of children's character. The social habits carried out include social interactions in the school environment between teachers and other friends. The forms of activities carried out include cooperative group work to clean the character's surrounding environment, activities to distribute food during the month of Ramadan, visits to the surrounding environment, visiting sick friends, as well as the habit of 3 S (Smile, Greet, and Say Hello) among teachers and friends, the habit of being polite and courteous in interacting with friends, teachers and other school residents.

Character values developed through social interaction include politeness, courtesy, tolerance, cooperation and mutual cooperation, and social awareness. Children also demonstrate a growing sense of adapting to groups and understanding the importance of simple rules in communal life. Interviews revealed that social interaction influences the development of cooperative and responsible behavior. Children are taught to share roles and participate in group activities and are responsible for completing tasks collectively. This suggests that children's individualistic attitudes are shifting toward cooperative behavior and the ability to collaborate with their peers.

Based on the results of observation interviews and discussions with teachers, researchers concluded that social habits can foster the development of certain character values. Some of the developed character traits include politeness, tolerance, responsibility, cooperation, empathy, social awareness, and mutual respect. These character traits developed well, with the indicator "Developing as Expected." This habituation serves as the foundation for developing positive social character in the wider community.

3.1.7. Character Development from Early Sleep Habits

Based on the results of interviews and observations, it can be concluded that the habit of going to bed early has a positive impact on the development of children's character. This habit is socialized to parents and asked for their support. Children who are accustomed to going to bed early appear to arrive early, refreshed, enthusiastic, and ready to participate in learning. This condition indicates that the character of discipline and self-control in children is developing. This habit influences the character of responsibility and independence in children. Children's orderly attitude is evident through daily routines, such as preparing school supplies, participating in learning activities well, and completing learning assignments well. The habit of going to bed early also has an impact on character development. The habit of going to bed early has an impact on the development of patience and a positive attitude in social interactions. The habit of going to bed early also supports the development of character compliance with rules and healthy living habits. Children begin to understand the importance of following a sleep schedule, waking up early, and carrying out daily activities regularly. Teachers emphasize that these habits form the basis of children's character for a disciplined and responsible life.

Based on the description of the interview and observation results as stated above, it shows that the habit of sleeping early, children not only contribute to physical health and learning readiness, but can also develop character, such as discipline, self-control, responsibility, independence, patience, social attitudes, and compliance with rules. The character development from the habit of sleeping early is included in the good category, with the indicator "Developing Well".

3.2. Collaboration between Class Teachers and School Counselor to Strengthen the Character of Children

Based on interviews with the principal and teachers, several pieces of information were obtained regarding the collaboration between classroom teachers and guidance counselors to strengthen the character values of the “Indonesian Children’s Great Habits” program. The following is an explanation, as presented in the points below:

3.2.1. Collaboration in Character Strengthening Planning from the “Indonesian Children’s Great Habits” Program

Collaboration in character-building planning for the “Indonesian Children’s Great Habits” program involves designing a child-centered program. Classroom teachers and guidance counselors work together to design a character-building program integrated into the child-centered activities.

3.2.2. Collaboration in Implementing Character Strengthening from the “Indonesian Children’s Great Habits” Program

Collaboration is carried out in the implementation of character strengthening from the “Indonesian Children’s Great Habits” program. In its implementation, class teachers are the main implementers of children's habits. In the habit of waking up early, examples of activities carried out by teachers or units include socializing

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

and encouraging parents to teach children to wake up early. Children are reminded to always wake up early, explained the benefits of waking up early contextually and adjusted to the child's thinking ability. In the habit of worship, activities carried out by class or school teachers, for example, are getting used to praying before and after studying and eating, the Dhuha prayer program, children are taught to say and respond to greetings. Examples of roles carried out by guidance counselors in the implementation of character strengthening from the "Indonesian Children's Great Habits" program are, guidance counselors provide consultation services for parents regarding obstacles or challenges and provide solutions if they encounter obstacles. Guidance counselors also play a role in observing the development of attitudes (character) that develop from the habits carried out, as a basis for designing collaborative assistance later if needed. Guidance counselors also provide guidance on children's behavior or provide positive interventions for children's behavior that needs intervention. The guidance counselor and class teacher collaborate to provide information and socialization and raise awareness of the need for habituation activities and ask for parental support in the "Indonesian Children's Great Habits" program.

3.2.3. Monitoring in the Joint Evaluation of Character Strengthening Collaboration

Collaboration is also evident in monitoring children's character development. Class teachers share observations of children's behavior with the guidance counselor, particularly regarding habits that have not yet developed optimally, such as patience, independence, or emotional control. The guidance counselor then provides recommendations for handling strategies, either through individual approaches or interventions, positive reinforcement, or communication with parents. Regarding evaluation, the class teacher and guidance counselor conduct a joint evaluation, analyzing the alignment between the formulated goals and the positive attitude changes (character) that have developed through the habits implemented.

3.3. Supporting and Inhibiting Factors of Collaboration between Class Teachers and School Counselor to Strengthen the Character of "Indonesian Children's Great Habits"

Based on the results of interviews conducted with the principal, teachers and parents, some information was obtained regarding supporting and inhibiting factors for collaboration between class teachers and school counselors to strengthen the "Indonesian Children's Great Habits" character of children, as described in the following discussion:

3.3.1. Supporting Factors for Collaboration

Several factors supporting the collaboration between class teachers and school counselors' teachers to strengthen the "Indonesian Children's Great Habits" character include:

3.3.1.1. Teacher Commitment and Awareness of Character Education

Classroom teachers and guidance counselors share the view that character building is a crucial part of early childhood education. This awareness fosters a commitment to working together to instill positive habits such as discipline, responsibility, independence, caring, and religiousness in children.

3.3.1.2. Open and Cooperative Communication

Interview results indicated good communication between class teachers and guidance counselors, both through informal discussions and coordination when addressing child behavior issues. Open communication facilitates the exchange of information regarding children's character development and appropriate habit-building strategies.

3.3.1.3. Principal Support and Educational Unit Policies

The principal's support is a crucial factor in strengthening collaboration. The principal provides space for classroom teachers and guidance counselors to coordinate and encourages the integration of Great Indonesian Children character building into routine school activities.

3.3.1.4. School Culture that Supports Positive Habits

A school culture that emphasizes role models, habits, and character values facilitates collaboration. A conducive school environment ensures that character values are not only taught but also consistently practiced by the entire school community.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

3.3.1.5. Parental Involvement

Parental participation in following up on character development at home also strengthens the collaboration between classroom teachers and guidance counselors. The information teachers provide about their children's habits at school serves as a reference for parents in implementing harmonious parenting styles.

3.3.2. Factors Inhibiting Collaboration

3.3.2.1. Time Limitations for Coordination

Class teachers' busy schedules managing learning and administration limit dedicated time for coordination with guidance counselors. This results in less than optimal collaborative planning and reflection.

3.3.2.2. Differences in Background and Understanding of Roles

There are still differences in understanding regarding the role of guidance counselors at the kindergarten level, resulting in less than optimal collaboration. In some cases, guidance counselors play a more proactive role when problems arise, rather than a preventative role in character development.

3.3.2.3. Limited Support Facilities for Guidance and Counseling Services

Limited special facilities for school counselors' services, such as child-friendly counseling rooms and supporting media, are obstacles to implementing more intensive character mentoring.

3.3.2.4. Variations in Parental Support

Not all parents have the same level of awareness and consistency in implementing Great Indonesian Children character development at home. This leads to a disconnect between the development at school and within the family.

3.4. Efforts to Overcome Barriers to Collaboration Between Class Teachers and School Counselor to Strengthen Children Character

Based on the identified inhibiting factors, efforts to overcome the obstacles of collaboration between classroom teachers and guidance counseling teachers in strengthening the character of "Indonesian Children's Great Habits" are carried out by maximizing the existing supporting potential and responding to obstacles strategically and sustainably. The efforts that have been made by the principal, classroom teachers and guidance counseling teachers are:

First, to address limited coordination time, schools are striving for more structured yet flexible scheduling, for example through short, regular meetings integrated into the school agenda or utilizing online communication. Teachers' commitment and awareness of the importance of character education are key assets in overcoming time constraints, as classroom teachers and guidance counselors continue to share information on children's character development, even within limited time.

Second, differences in background and understanding of the role of guidance counselors at the kindergarten level are addressed by strengthening a shared understanding of the collaborative function of guidance counselors, which is not only curative but also preventive and developmental. Support from school principals plays a crucial role in this effort, including encouraging professional discussions, clear role allocation, and integrating guidance counselors' services into "Indonesian Children's Great Habits" character building activities in the classroom and school environment.

Third, the limited support facilities for guidance and counseling services are addressed by creatively and contextually utilizing existing facilities. Classroom teachers and guidance counselors utilize classrooms, play corners, or simple learning media as child-friendly character development tools. A school culture that supports positive habits also helps, as character building doesn't rely solely on a dedicated space but is internalized in children's daily activities.

Fourth, variations in parental support are addressed through strengthened communication and partnerships between schools and parents. Classroom teachers and guidance counselors consistently provide information related to children's character development and provide concrete examples of "Indonesian Children's Great Habits" practices that can be implemented at home. Active parental involvement serves as reinforcement and role models for other parents, creating harmony between school and family habits.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

3.5. Discussion

Character education is an effort to educate students to have a good understanding, so that they are able to behave well in accordance with applicable norms, Azzet (2011) Strengthening the above opinion, Kesuma et al (2011), stated Character education is learning that leads to strengthening and developing the mental and behavioral students. Sjarkawi (2011) explains that the goal of character education is to encourage the birth of good children. Character education in children in schools is currently carried out through the seven Habits of Great Indonesian Children. Kemdikdasmen (2025) emphasized these seven habits are expected to be implemented every day, continuously until they become a culture, and internalized into character. The formation of this character requires time and the involvement of various parties, especially families, educational units, communities, and the media.

The results of the study indicate that the development of character values from "Indonesian Children's Great Habits" is in the category of developing according to expectations to developing very well. This finding indicates that the consistent implementation of character habits, both at school and at home, has a positive impact on the character development of early childhood. Theoretically, this finding is in line with the view of character education in early childhood which emphasizes the importance of habituation, modeling, and strengthening a conducive learning environment. The development of religious character, discipline, independence, responsibility, courtesy, cooperation, and social concern shown by children is the result of the process of internalizing values through daily activities. Effective character education in early childhood must be carried out through direct experience and consistent repeated habits, so that moral values are not only understood cognitively, but also internalized and practiced in real behavior. Children's habits of praying, saying hello, obeying rules, and showing empathy reflect the success of the internalization process of these values. Chung (2023) stated that high-priority moral values and attitudes that must be instilled through school education include "respect for others," "responsibility," "national identity," "integrity," "caring for others," and "empathy." Although there is no specific subject on moral and character education in the early childhood education curriculum, the government indicates that moral and character education should be integrated into the core learning areas of early childhood education.

Habits carried out at school and at home that are carried out routinely and structured will shape the character of a child. Research conducted by Dewi and Fajriah (2025) stated that routine habits in forming a character of responsibility in children such as: consistent teachers in getting children used to tidying up stationery and toys, following rules in an orderly manner, providing direct examples (modeling) and positive reinforcement by giving praise and applause to children. Habits carried out by teachers by involving children in daily activities consistently will shape the character of responsibility in children. Based on. In this context, the daily routine plays a role as a natural and meaningful means of character learning.

Furthermore, the development of social characters such as cooperation, the ability to wait for turns, share, and work in small groups indicates that children have reached a good stage of social-emotional development obtained through habituation in learning. This is in line with the findings of research by Sudarti and Diana. (2023) which states that learning can encourage and develop collaboration that children have in working together, in this study it is shown by the way children participate and collaborate actively, match work based on the strengths and abilities of individual group members, appreciate the contribution of each group member, take joint responsibility for completing work and work together to solve problems and generate new product ideas.

Religious values seen in morals or needs such as honesty, caring, helpfulness, respect for differences, care, and patience that develop in children also strengthen the findings of this study. According to Bandura's social learning theory, which is supported by contemporary research, children learn prosocial behavior through observation and imitation of significant figures around them. Research by Muazimah et al (2022) suggests that teacher role models are an effective way to shape students' Islamic character, as seen in the Islamic character inherent in students, so that students implement these character values in their daily lives. Efforts made by teachers and schools to ensure that Islamic character values are inherent in children are through role models and consistent habituation. One pattern of stages in instilling religious values in children is carried out through introduction and training, which leads to habituation (Pamuji et al., 2024).

Parental involvement in instilling character values at home is also a crucial factor supporting children's character development. This finding aligns with research by Novela and Yulsyofriend (2019), which emphasized that collaboration between teachers and parents is essential for optimal monitoring of the effectiveness of continuous character education. Aligning habits at home and at school helps children understand that character values are part of everyday life, not just a requirement in the school environment. Research by Setiawan et al (2024) emphasized the importance of increasing parental involvement in children's education. Practical implications of these findings include the development of more proactive and inclusive partnership programs, such as regular meetings, workshops, and joint activities that directly involve parents. Schools need to establish more effective and open communication with parents, ensuring that they feel valued and involved in decisions that affect their children's education.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

In addition to teacher-parent collaboration, collaboration with school counselor also plays a crucial role in character building. Collaboration to strengthen character through "Indonesian Children's Great Habits" activities between school counselor and early childhood education teachers has been implemented in terms of planning, implementation, and evaluation. This collaboration has had a significant positive impact on children's character development. This aligns with research by Noviyanti et al (2025) which confirmed that collaboration between early childhood education teachers and school counselor develops through joint planning, collaborative assessment and observation, consultation and case conferences, implementation of integrated services, professional teacher mentoring, and ongoing evaluation. This collaboration contributes positively to improving children's social-emotional abilities, such as the ability to work together, manage emotions, express feelings adaptively, and reduce conflict between children. Furthermore, other research found that guidance and counseling services implemented at one early childhood education institution include consultations with parents regarding child development and initial assessments with parents regarding their children (Rafizah, N., et al. 2025)

Based on the discussion, it can be known that the development of the Great Indonesian Children's character and habits in Kindergarten X is the result of consistent implementation of habits, teacher role models, a conducive learning environment, and active parental involvement. This finding reinforces the theory and results of previous research that character education in early childhood will be effective when implemented in an integrated manner between the school, family, and the child's social environment.

4. Conclusion

Based on the research results as presented, it can be concluded that: (1) The development of "Indonesian Children's Great Habits" character values in Kindergarten X children is included in the category of "Developing According to Expectations". Characters that develop from habituation include religiousness, discipline, responsibility, cooperation and mutual assistance, social awareness, politeness, self-control, empathy, and independence. (2) The forms of collaboration carried out include planning, implementation, monitoring and evaluation. (3) Supporting factors include collaboration including teacher commitment and awareness of character education, open and cooperative communication between the principal, class teachers, guidance counselors and parents, school policies to strengthen character and school culture. While factors inhibiting collaboration include limited collaboration time, differences in background and understanding of roles, and variations in parental support. (4) Efforts made to overcome barriers to collaboration in strengthening character include scheduling for collaboration, strengthening shared roles regarding the function of collaboration, encouraging discussion and role sharing. Guidance counselors and class teachers consistently convey child development, and character habits and provide concrete examples of roles that parents can play in conveying "Indonesian Children's Great Habits" character.

Author Contributions

All authors contributed equally to this paper. All authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

References

Chung, F. M. Y. (2023). Implementing moral and character education policy through music integration: Perspectives of school leaders in Hong Kong. *Cogent Education, 10*(2), Article 2286416. https://doi.org/10.1080/2331186X.2023.2286416

Dewi, R., & Fajriah, H. (2025). Analisis metode pembiasaan dalam membentuk karakter tanggung jawab pada anak. *Murhum: Jurnal Pendidikan Anak Usia Dini, 6*(2), 282–294. https://doi.org/10.37985/murhum.v6i2.1558

Fauzi, Patimah, S., Hidayah, N., & Saputra, M. (2025). Aktualisasi program 7 kebiasaan anak Indonesia hebat era digitalisasi di SMAS NU Toboali. *IQRO: Journal of Islamic Education, 7*(2). https://doi.org/10.24256/iqro.v7i2.6077

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

Hadiansyah, A., Fidesrinur, F., & Firmiana, M. (2015). Strategi pemberdayaan masyarakat dalam pendirian lembaga PAUD. *Jurnal Al-Azhar Indonesia Seri Humaniora, 3*(1), 55–68. https://doi.org/10.36722/sh.v3i1.197

Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Panduan gerakan tujuh kebiasaan anak Indonesia hebat*. Kemdikdasmen.

Kesuma, D., Triatna, C., & Permana, J. (2011). *Pendidikan karakter: Kajian teori dan praktik di sekolah*. PT Remaja Rosdakarya.

Kulsum, U., & Muhid, A. (2022). Pendidikan karakter melalui pendidikan agama Islam di era revolusi digital. *Jurnal Intelektual: Jurnal Pendidikan dan Studi Keislaman, 12*(2), 157–170. https://doi.org/10.33367/ji.v12i2.2287

Latifa, R. (2024). Actualization of parenting and teacher collaboration in instilling the character of early childhood responsibility. *G-Couns: Jurnal Bimbingan dan Konseling, 8*(3), 1631–1643. https://doi.org/10.31316/gcouns.v8i3.6110

Martin, T. A., Darmawati, P., & Ayunigtyas, T. (2025). Praktik baik kolaborasi kepala pengelola dengan orang tua dalam gerakan tujuh kebiasaan anak Indonesia hebat di PAUD Harapan Bunda Kecamatan Sungai Kakap Kabupaten Kubu Raya. *Jurnal Bikons (Bimbingan dan Konseling), 5*(1), 32–41. https://jurnal.fipps.upgripnk.ac.id/index.php/BK/article/view/417

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

Moleong, L. J. (2010). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Muazimah, A., Wahyuni, W., & Suyadi. (2022). Keteladanan guru dalam pembentukan karakter Islami anak usia dini di PAUD IT Bunayya Pekanbaru. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini, 5*(2), 33–42. https://doi.org/10.25299/ge:jpiaud.2022.vol5(2).10642

Mukarromah, M. (2025). Penanaman nilai-nilai karakter melalui 7 kebiasaan anak Indonesia hebat. *Filantropis: Jurnal Pengabdian Kepada Masyarakat, 1*(1), 80–88. https://doi.org/10.38073/filantropis.v1i1.3431

Muthmainah, & Hartanto, D. (2025). Self-control of children aged 3–4 years: Predictor effects of gentle parenting and parents coping skills. *Jurnal Pendidikan Anak Usia Dini Undiksha, 13*(1), 152–163. https://doi.org/10.23887/paud.v13i1.84400

Nasution, A., Sembiring, J., Hayati, R., & Nasution, F. (2023). Bimbingan konseling pada anak usia dini. *Al-Tahdzib: Jurnal Pendidikan Islam Anak Usia Dini, 2*(2), 57–68. https://doi.org/10.54150/altahdzib.v2i2.221

Nijma, C. H., & Asnatasia, E. (2025). Membangun karakter anak usia dini: Integrasi nilai religius dan etika dalam kurikulum PAUD. *Al-Athfal: Jurnal Pendidikan Anak, 6*(2). https://doi.org/10.46773/alathfal.v6i2.1805

Nisak, H. (2025). Peran guru PAUD dalam membangun literasi kesehatan: Studi kasus penerapan hidup sehat pada PAUD di Kecamatan Gunungpati. *Indonesian Journal of Health Community, 6*(1), 50–61. https://doi.org/10.31331/ijheco.v6i1.3879

Novela, R., & Yulsyofriend, Y. (2019). Pelaksanaan kolaborasi guru dan orang tua dalam perkembangan anak di taman kanak-kanak Alam Minangkabau Padang. *SELING: Jurnal Program Studi PGRA, 5*(2), 181–187. https://doi.org/10.29062/seling.v5i2.443

Noviyanti, A. I., Kurnia, N., & Wijaya, P. R. (2025). Kolaborasi guru PAUD dan bimbingan konseling dalam menstimulasi perkembangan sosial-emosional anak usia dini. *Jurnal IKA PGSD UNARS, 16*(2), 451–459. https://doi.org/10.36841/pgsdunars.v16i2.7797

Orekhova, L., Makhin, S., Mikhailova, A., & Pavlenko, V. (2020). EEG patterns in early childhood differ between children prone to reward "bad" or "good" actors. *Psychology in Russia: State of the Art, 13*(2), 84–95. https://doi.org/10.11621/pir.2020.0206

Pamuji, Z., Roqib, M., Basit, A., & Yahya, M. S. (2024). Implementation of religious culture to develop children's character in early childhood education. *JPUD: Jurnal Pendidikan Usia Dini, 18*(1), 81–98. https://doi.org/10.21009/JPUD.181.06

Purwanti, C. I., Sanjaya, D. B., & Suastika, I. N. (2025). Implementasi 7 kebiasaan anak Indonesia hebat dalam pembentukan karakter anak. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10*(3), 336–343. https://doi.org/10.23969/jp.v10i01.22490

Putra, N., & Dwilestari, N. (2012). *Penelitian kualitatif pendidikan anak usia dini (PAUD)*. Raja Grafindo Persada.

Randiawan, & Muthmainah. (2025). The influence of father-child attachment and parental communication patterns on emotion regulation in early childhood ages 5–6. *Jurnal Pendidikan Anak Usia Dini Undiksha, 13*(2), 387–397. https://doi.org/10.23887/paud.v13i2.92252

Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. https://peraturan.bpk.go.id/

Roudlotun Ni'mah, Isroani, F., & Muflihaini. (2022). Penerapan layanan bimbingan konseling PAUD. *Prosiding Seminar Nasional Pendidikan, Bahasa, Sastra, Seni, dan Budaya, 1*(1), 1–12. https://doi.org/10.55606/mateandrau.v1i1.98

Setiawan, A., Sulistiawati, E., Hadiansah, B., & Zakiah, Q. Y. (2024). Implementasi pendidikan karakter berbasis kemitraan dengan orang tua. *Journal on Education, 7*(1), 957–974. https://doi.org/10.31004/joe.v7i1.6436

Sjamsir, H., Rozie, F., Dewi, S. A., & Liana, H. (2024). Parental role: Internalization of the development of independent, disciplined, and responsible character values for children aged 5–6 years. *JPUD: Jurnal Pendidikan Usia Dini, 18*(1), 18–29. https://doi.org/10.21009/JPUD.181.02

Sjarkawi. (2006). *Pembentukan kepribadian anak: Peran moral, intelektual, emosional, dan sosial sebagai wujud integritas membangun jati diri*. Bumi Aksara.

Subana, & Sudrajat. (2005). *Dasar-dasar penelitian ilmiah*. Pustaka Setia.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174

Sudarti, & Diana, D. (2023). Penerapan STEAM untuk mengembangkan kemampuan kolaborasi anak usia dini. *Jurnal Usia Dini, 9*(2), 293–301. https://doi.org/10.24114/jud.v9i2.52533

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sugiyono. (2022). *Metode penelitian kuantitatif*. Alfabeta.

© 2026 The Author(s)
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
ISSN: 2797-3174